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**On Site Review  
Building Study Guide Items  
Explanation with Examples Substantiating  
Implementation**

**Office of School Improvement  
Field Services Unit**

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**OFFICE OF SCHOOL IMPROVEMENT  
FIELD SERVICES UNIT**

**Building Study Guide Items  
Explanation with Examples Substantiating Implementation**

***Building Requirements:***

**Strand I: Teaching for Learning**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

1. Curriculum—Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.
  - A. Aligned, Reviewed & Monitored—School/district curriculum is aligned with, and references, the appropriate learning standards (Michigan Curriculum Framework, Grade Level Content Expectations, Addressing Unique Educational Needs, International Society for Technology in Education, etc.).
    - There is evidence that the core curriculum aligns with district content standards for all grade levels for at least language arts, mathematics, science, and social studies (e.g., curriculum for each grade level, MI CLIMB is used).
    - The school improvement plan includes research-based program planning and use of program funds. Research-based study is rigorous, systematic, objective, reliable, valid and relevant. In some situations, evidence-based educational material is appropriate. It combines professional knowledge, experience and consensus and empirical evidence. The school improvement plan encompasses the following, and describes services for identified students within program purposes: P.A. 25; Title I program services and staff development; Title II, Part A professional development and class size reduction; and Title II, Part D technology; Title III program services and staff development (e.g., school improvement plan (SIP) strategies showing supplementary program services, goals based on student data, copy of research used to determine program).
    - The school improvement plan specifies the program delivery for students identified for services for the current school year and includes Title I programs and services provides (e.g., SIP strategies, timelines, identification processes and services).

B. Communicated—School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

- Evidence exists that district core standards are communicated effectively to all staff. District core standards consist of high academic standards for all, core content standards that specify what students should know and be able to do, and performance benchmarks that reflect student achievement of content standards (e.g., teachers and paraprofessionals can articulate district core content standards, agenda/minutes from meetings).

2. Instruction—Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

A. Planning—Processes used to plan, monitor, reflect and refine instruction that support high expectations for all students.

- There is evidence that the written (intended) curriculum is being taught in all classrooms (e.g., samples of lesson plans cross-referenced to district standards and benchmarks, assessment documents, log of team planning).
- Individual student performance data is analyzed to continuously adjust instruction (e.g., running records, pre- and post-tests, exit procedures for LEP students, unit grades, teacher observations, and checklists).
- Documents or examples are provided verifying that allowable services are based on scientifically based research. Research-based study is rigorous, systematic, objective, reliable, valid and relevant. In some situations, evidence-based educational material is appropriate. It combines professional knowledge, experience and consensus and empirical evidence (e.g., materials reflect the practices being implemented; cite research or references that selected services would be successful).

B. Delivery—Instructional practices are used to facilitate student learning.

- Examples demonstrate the use of multiple strategies for in-class instruction as the primary vehicle for delivering program services (e.g., diverse strategies, hands-on activities, activities that support multiple intelligences).
- Comprehensive student needs assessment data in English language arts, mathematics, science, and social studies is present and used in each classroom to identify students eligible for services and can be documented (e.g., checklists, running records, unit grades, teacher observations, pre- and post-tests, Michigan Literacy Progress Profile [MLPP]). Program services reflect the student needs identified by the assessment data. End of year data is used to design the program for the following school year.

- Documents and examples are provided demonstrating that state and federal program services are allowable under legislative guidelines (e.g., Section 31a funds are being used for direct instructional and non-instructional services to eligible students; Title I, Part A programs are providing identified students with the supplemental academic services). Title I, Part C migrant students are identified. Title III programs provided research based instruction service to enable LEP students to speak, read, write, and comprehend English and meet challenging state standards; Title I, Part C funds are used to meet the unique needs of migratory students.
- The program provides additional instruction in the core (English/language arts, mathematics, science, social studies) academic areas (e.g., lesson plans, grade level scope and sequence, scheduling of categorical staff and paraprofessionals in area of assistance). For schools using Section 41a funds, evidence would include a description of the bilingual program (e.g., dual language, transitional, sheltered English instruction.)

*Note regarding services to LEP students: The State School Aid Act requires Section 41a funds to be used for instruction of students with limited English speaking ability. However, Title VI of the Civil Rights Act and Title III of NCLB requires districts to provide instruction in other core areas to enable LEP students to participate effectively in school.*

- Examples exist that primary consideration is given to providing additional learning time including extended time programs that are provided to eligible students (e.g., schedule of programs for before school, after school, extended school year or summer school, other possibilities may include activities for work at home, take home computers, or materials for students with related support for parents).
  - Materials are available documenting that program services are only provided to eligible students using appropriate and consistent criteria (e.g., written criteria, referral forms, identification lists from needs assessment, Section 31a form). LEP students are annually assessed for English language proficiency. Evidence for the Section 41a Program should include a home language survey and a reading test administered within the past six months; consultation with a parent (K-2). If English Language Learners are in an ESL Program, migrant students are identified and provided services.
3. Assessment—Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.
- A. Aligned to Curriculum and Instruction—Student assessments are aligned to the school's curriculum and instruction.

- Student assessment is specifically designed to measure instruction of the core academic curriculum (e.g., grade level assessment documents, assessments used provide evidence of alignment to a written curriculum). School assessments include the annual assessment of English language proficiency for LEP students.
- There is evidence of how the results of disaggregated student achievement data are used to monitor and adjust instructional programs (e.g., annual school improvement reports and other documentation that contains disaggregated data from MEAP and other assessments, minutes, and the explanation of how the program is refined according to data results).

*Note: Data must be disaggregated to include the following: gender, racial ethnicity, migrant status, students with disabilities, LEP, and socio-economic status, if statistically significant. In situations where subgroups are small, the school must disaggregate and compare data to adjust instruction. Districts are encouraged to disaggregate student achievement data in other ways that would be of value to the planning process.*

B. Data Reporting and Use—Student assessment results are communicated to and used by staff, students, and parents to improve student achievement.

- Disaggregated student achievement data is reported to teachers and other staff, parents, students, and the community by the district and by the building (e.g., district/building annual report contains disaggregated student achievement data, newsletters or school web site). If at least 30 students are in a subgroup, the school must disaggregate and report the results.
- Evidence exists that individual student achievement is reported to parents (e.g., report cards, MEAP individual student reports, parent/teacher conference schedule or progress reports).
  - Regular reports are provided to parents on their children's progress
  - Multi-faceted communication sources are used between the teacher and parents including parent/teacher conferences
- Individual student performance data is analyzed to continuously adjust instruction (e.g., running records, pre- and post-tests, exit procedures for LEP students, unit grades, teacher observations, and checklists).

## Strand II: Leadership

School leaders create a school environment where everyone contributes to a cumulative purposeful and positive effect on student learning.

1. Instructional Leadership—School leaders create and sustain a context for learning that puts students' learning first
  - A. Educational Program—School leaders are knowledgeable about the school's educational programs and act on this knowledge.
  - B. Instructional Support—School leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction.
2. Shared Leadership—Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.
  - A. School Culture & Climate—Staff creates an environment conducive to effective teaching for learning.
  - B. Continuous improvement—Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.
3. Operational Resource Management—School leaders organize and manage the school to support teaching for learning.
  - A. Resource Allocation—School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.
  - B. Operational Management—School leaders develop, implement and/or monitor policies and procedures for the operation of the school.

- There are 13 elements identified in the legislation that are required components of a schoolwide program. Refer to Attachment A for the specific list.
- There are 10 elements identified in the legislation that are required components of a targeted assistance program for Title I. Refer to Attachment B for the specific list.
- \*Teachers, principals, and other school staff, parents and other community members, and students, where appropriate, are involved in the research based decision-making process of the building for the design of these supplementary programs (e.g., minutes of SIP meetings showing participation of all stakeholder groups, Title I parent input documentation, parent advisory committee meeting minutes, grade level meeting minutes).
- \*Teachers, principals, and other staff, parents and community members, and students, where appropriate, are involved in the implementation of the program (e.g., meeting minutes of SIP committee, parent advisory committee meeting minutes, surveys or questionnaires).
- There is evidence that the school improvement plan is reviewed and revised at least annually (e.g., minutes from school improvement meetings, copies of revisions).

*\*Note: School level decision-making authority may be rescinded by the district if the school is in Corrective Action status.*

### **Strand III: Personnel & Professional Learning**

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

1. Personnel Qualifications—School/district staff qualifications, knowledge and skills support student learning.
  - A. Requirements—Staff meet requirements for position held.
  - B. Skills, Knowledge, Dispositions—Staff has the professional skills to be effective in their positions.
2. Professional Learning—Educators in schools/ districts acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students (National Staff Development Council).
  - A. Collaboration—Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.
    - Evidence exists that principals, teachers, parents and other school staff are involved collaboratively in the planning and implementation of research-based staff development using needs assessment data. The professional development plan focuses on areas of need that supports student achievement. The professional development addresses subject matter knowledge and teacher skills. It also is planned with input of staff to improve effective instructional practices. Evidence exists that Needs Assessment of teachers, including Title I teachers, are included in the data that influences the professional development plan and implementation (e.g., staff and parent surveys, minutes of collaboration meetings).
  - B. Content & Pedagogy—Professional learning at schools/districts emphasize both content and pedagogy of teaching for learning.
    - The professional development plan is based on research on teaching and learning (examples and information can be found at the NCREL web site <http://www.ncrel.org/pd>). The plan coordinates with the school improvement plan and is driven by current student achievement data (minutes from professional development planning meetings, individual and school professional development plans cite research models and/or refer to the school improvement plan. Use a Teaching and Learning Standards and Professional Development Standards from the Michigan Curriculum Frameworks).

- The professional development plan incorporates strategies for meeting the educational needs of students with different learning styles (e.g., minutes showing discussion of needs, written plan with specific strategies). Such as differentiated instruction, multiple intelligences, brain research, stationing, flexible grouping, etc.
  - Professional development activities are designed to increase use of technology in classroom (e.g. video streaming, computer assisted instruction, web quests, online courses, graphing calculators, etc.).
- C. Alignment—School/district professional learning is needs-based, aligned, job-embedded, and results-driven.
- The professional development plan supports high standards in the core subject areas (i.e., a written professional development plan addresses academic needs as determined by AYP, needs assessment staff surveys, etc.).
  - The professional development plan reflects support for the school improvement plan (e.g., examples from the professional development plan that demonstrate connections, inclusion of the professional development activities in the school improvement plan or one school improvement plan including the professional plan items).
  - Principals, teachers, parents and other school staff participate in professional development activities resulting in an improved program for meeting the needs of students. The professional development activities are sustained, in-depth, and ongoing and align with the school improvement goals and strategies (e.g., written plan, committee members, minutes from meetings). Parents are involved in development and participate in Professional Development as appropriate.
  - Evidence exists that professional development is provided in content areas in which the school is identified for Title I improvement (e.g., MEAP scores, adequate yearly progress (AYP) report, measures of student achievement).

#### **Strand IV: School & Community Relations**

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

1. Parent/Family Involvement—Schools actively and continuously involve parents and families in student learning and other school activities.
  - A. Communication—School/parent/family communications are two-way, ongoing, and meaningful.



- Disaggregated state assessment data is reported to teachers and other staff, parents, students, and the community by the district and by the school. If at least 30 students are in a subgroup, the district/school must disaggregate and report the results. The district/school annual report, newsletter and/or school website may contain disaggregated state assessment data.
- Evidence exists that individual student achievement is reported to parents (e.g., report cards, MEAP individual student reports, parent/teacher conference schedule or progress reports).
  - Reports regarding their child's progress are provided to parents on a regular basis.
  - Multiple reporting methods are used between the teacher and parents.

B. Engagement—Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

- A copy of the school's parent involvement policy, or the adoption of the district policy is available (e.g., available in published parent handbook, school calendar or newsletters). District/school policy contains all required Title I, Part A components.
- Evidence exists that parents are involved in an organized, ongoing and timely manner in the planning of programs (e.g., an agenda, minutes, sign-in sheets from meetings). Title II, Part D requires a review of the district's technology plan to integrate technology in the classroom occurs every two years, and parents are involved in the review.
- The annual Title I parent meeting is held (e.g., agenda with topics covered, includes program explanation and how parents can become involved in the program planning and evaluation).
- Parents have been involved in development of a parent compact for each building. The parent compact includes ways to establish partnership between home and school. At the elementary level the parent compact is discussed annually at a parent/teacher conference.
- Evidence exists that support is provided to parents
  - Opportunities for parent in-service are provided (e.g., parent training, indicators of volunteerism such as sign-in sheets, volunteer lists, evidence of parent night activities, childcare, home school liaison, or transportation, newsletters, workshop proposals/flyers, communications in home language for LEP or migrant students).

- Evidence exists that assistance in skill building is provided to staff to improve parent involvement. The school staff is accessible to parents (e.g., in-service training, action resulting from parent surveys, literature and tips for teachers).
  - Evidence exists that parents are involved annually in an evaluation of the program services (e.g., annual evaluation form/agenda, minutes, sign-in sheets of meetings, and a follow-up process indicating that something is done with the data gathered).
  - Parents evaluate the effectiveness of parent involvement activities (e.g., surveys, agenda, minutes, sign-in sheets of meetings, copies of evaluation forms, questionnaires or discussions for evaluation purposes).
2. Community Involvement—The community-at-large is supportive of and involved in student learning and other school activities.
- A. Communication—Communications within the community are welcoming, visible, purposeful, and take into account diverse populations.
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- B. Engagement—The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.
- Evidence exists that district staff coordinates student services in collaboration with appropriate community service providers (e.g., referrals, student anecdotal records).
  - Evidence exists that coordinated support services are provided to address at risk issues that impact student learning (e.g., counseling, student study teams, minutes from coordinated services meetings, observation surveys, individual student records/logs).

## **Strand V: Data & Information Management**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

1. Data Management—The school has policies, procedures, and systems for the generation, collection, storage, and retrieval of its data.
- A. Data Generation, Identification, and Collection—Schools have a process for the generation, identification, and collection of student and school information.
- Comprehensive student needs assessment data in English language arts, mathematics, science, and social studies is present and used in each classroom to identify students eligible for services and can be documented (e.g., checklists, running records, unit grades, teacher observations, pre-

and post-tests, Michigan Literacy Progress Profile [MLPP]). Program services reflect the student needs identified by the assessment data. End of year data is used to design the program for the following school year.

- Selection criteria are consistent for students within each grade level. The criteria used to select students for supplementary program services are the same for all teachers at each grade level (e.g., criteria for selection, grade-level log sheets, referral forms).

B. Data Accessibility—The appropriate information and data are readily accessible.

- Disaggregated student achievement data is reported to teachers and other staff, parents, students, and the community by the district and by the building (e.g., district/building annual report contains disaggregated student achievement data, newsletters or school web site). If at least 30 students are in a subgroup, the school must disaggregate and report the results.
- Evidence exists that individual student achievement is reported to parents (e.g., report cards, MEAP individual student reports, parent/teacher conference schedule or progress reports).
  - Regular reports are provided to parents on their children's progress
  - Multi-faceted communication sources are used between the teacher and parents including parent/teacher conferences

C. Data Support—The system provides multiple types and sources of data.

- Comprehensive student needs assessment data in English language arts, mathematics, science, and social studies is present and used in each classroom to identify students eligible for services and can be documented (e.g., checklists, running records, unit grades, teacher observations, pre- and post-tests, Michigan Literacy Progress Profile [MLPP]). Program services reflect the student needs identified by the assessment data. End of year data is used to design the program for the following school year.

2. Information Management—The school/district staff collaborate to derive information from data and use it to support decisions.

A. Analysis & Interpretation—Staff use appropriate methods to examine data and collaboratively determine its possible meaning.

- There is evidence of how the results of disaggregated student achievement data are used to monitor and adjust instructional programs (e.g., annual school improvement reports and other documentation that contains disaggregated data from MEAP and other assessments, minutes, and the explanation of how the program is refined according to data results).

*Note: Data must be disaggregated to include the following: gender, racial ethnicity, migrant status, students with disabilities, LEP, and socio-economic status, if statistically significant. In situations where subgroups are small, the school must disaggregate and compare data to adjust instruction. Districts are encouraged to disaggregate student achievement data in other ways that would be of value to the planning process.*

B. Applications—Data are used to inform school decisions including monitoring and adjusting teaching for learning.

- Individual student performance data is analyzed to continuously adjust instruction (e.g., running records, pre- and post-tests, exit procedures for LEP students, unit grades, teacher observations, and checklists).
- *Students eligible for supplementary program services are identified on an ongoing basis (e.g., classroom assessments, running records, revised service logs or service plans, English language proficiency assessments).*
- Evidence exists that staff coordinate instructional and internal support services to meet individual students' needs (e.g., minutes from grade level meetings, child study team meetings, and staff meetings). LEP students receive supplementary instruction using all the programs available (Section 41; Title I, Part A; Title I, Part C; Title II; Title III, Refugee Children School Impact).
- Evidence exists that coordinated support services are provided to address at risk issues that impact student learning (e.g., counseling, student study teams, minutes from coordinated services meetings, observation surveys, individual student records/logs).

## Office of School Improvement Field Services Unit

09/04

### Schoolwide Program Requirements

**Comprehensive Plan Elements** - Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the *No Child Left Behind Act of 2001*), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

1. **Describes Components.** Describes how the school will implement the required components; (page 2)
2. **Describes Resources.** Describes how the school will use resources under this part and from other sources to implement those components;
3. **Lists Related Programs.** Includes a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program; and
4. **Describes Parent Support.** Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parent of a child who participates in the academic assessments required by section 1111(b)(3).

**Comprehensive Plan Development** - The comprehensive plan shall be:

1. One-Year Development Period and Exceptions. Developed during a one year period, unless-
  - The local education agency, after considering the recommendation of the technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program; or
  - The school is operating a schoolwide program on the day preceding the date of enactment of the *No Child Left Behind Act of 2001*, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section; [§ 200.27 ...amend its existing plan during the 2002-2003 school year].

2. Planning Team. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;
3. Plan Duration. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school. Section 200.26(c) of the Title I Final Regulation states: A school operating a schoolwide program must--
  - (1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators academic achievement;
  - (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
4. Public Availability. Available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
5. Coordination. If appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Vocational and Technical Education Act of 1998, and the Head Start Act.

**Prekindergarten Program** - A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs.

## **Ten Schoolwide Program Components**

### **1. Comprehensive Needs Assessment**

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic

achievement standards described in section 1111(b)(1). Title I regulations § 200.26 state: Core elements of a schoolwide program. (a) Comprehensive needs assessment. (1) A school operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that—(i) Is based on academic achievement information about all students in the school, including all groups under § 200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under § 200.1 to—(A) Help the school understand the subjects and skills for which teaching and learning need to be improved; and (B) Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and (ii) Assesses the needs of the school relative to each of the components of the schoolwide program under § 200.28. (2) The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. (3) The school must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

## **2. Schoolwide Reform Strategies**

- Inclusion/Performance Enhancement. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
- Effective Methods and Instructional Strategies. Use effective methods and instructional strategies that are based on scientifically based research that:
  - Strengthen the core academic program in the school;
  - Increase the amount and quality of learning time, such as providing an extended school year and before and after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
  - Include strategies for meeting the educational needs of historically underserved populations;
- Target Population/Low Achieving Services. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are member of the target populations of any program that is included in the schoolwide program, which may include:
  - Counseling, pupil services, and mentoring services;
  - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and

- The integration of vocational and technical education program; and
- Program Evaluation. Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans, if any.

### **3. Highly Qualified Teachers - Instruction by highly qualified teachers.**

### **4. High Quality Professional Development**

In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. In accordance with Title I final regulations § 200.28, align professional development with the State's academic standards; devote sufficient resources to carry out effectively the professional development activities described in paragraph (b)(2) of this section; and, include teachers in professional development activities regarding the use of academic assessments described in § 200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

### **5. Attract Highly Qualified Teachers**

Strategies to attract high quality highly qualified teachers to high-needs schools.

### **6. Parent Involvement**

Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. [§ 200.28 (1) A schoolwide program must involve parents in the planning, review, and improvement of the schoolwide program plan. (2) A schoolwide program must have a parental involvement policy, consistent with section 1118(b) of the ESEA, that—(i) Includes strategies, such as family literacy services, to increase parental involvement in accordance with sections 1118(c) through (f) and 9101(32) of the ESEA; and (ii) Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments required by § 200.2.]

### **7. Transition Plans**

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



## **8. Teacher Participation in Assessment Decisions**

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

## **9. Timely Additional Assistance**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

## **10. Coordination of Services and Programs**

Coordination and integration of Federal, State, and local services and program, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **General Provisions**

- In general - A local educational agency may consolidate and use funds under this part, together with other Federal and local funds. In order to upgrade the entire school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.
- Identification of students not required-in general no school participating in a schoolwide program shall be required --
  - to identify particular children under this part as eligible to participate in a schoolwide program; or
  - to provide services to such children that are supplementary, as otherwise required by section 1120A(b).
- Supplemental funds - A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.
- Requirements - A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health,

safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, uses of Federal funds to supplement, not supplant non-Federal funds, or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

- Professional development - Each school receiving funds under this part for any fiscal year shall devote sufficient resources to effectively carry out the activities described in subsection (b)(1)(D) in accordance with section 1119 for such fiscal year, except that a school may enter into a consortium with another school to carry out such activities.

Records - A school that consolidates and uses funds from different Federal programs under this section shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Note according to Title I regulations § 200.29 Consolidation of funds in a schoolwide program. (1) Migrant education. Before the school chooses to consolidate in its schoolwide program funds received under part C of Title I of the ESEA, the school must—(i) Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under § 200.83; and (ii) Document that these needs have been met.

## **Office of School Improvement Field Services Unit**

08/18/05

### **Title I Targeted Assistance Programs**

Title I targeted assistance programs must include the following components:

1. Use of Title I funds to provide supplementary assistance to children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas.
2. Effective methods and instructional strategies for improving student achievement that are based on scientifically based research.
3. Incorporation of planning for students served by Title I into existing school planning.
4. Instructional strategies that give primary consideration to providing extended learning time, helping provide an accelerated, high-quality curriculum, and minimizing removal of children from the regular classroom.
5. Coordination with and support for the regular education program.
6. Instruction by highly qualified staff.
7. High quality professional development for administrators, teachers and other staff who work with participating children, and, where appropriate, parents.
8. Strategies to increase parent involvement in supporting their children's learning.
9. Coordination of Title I and other resources to enable participating children to meet the state core curriculum standards.
10. Ongoing review of the progress of participating children and program revision, if needed, to provide additional assistance to children having difficulty meeting state standards.